DOCUMENT RESUME

ED 135 011 CS 203 226

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| TITLE | English Grades 7 and 8; Curriculum Guide. |
| INSTITUTION | Wilton Public Schools, Conn. |
| PUB DATE | Oct 76 |
| NOTE | 65p. |
| EDRS PRICE | MF-$0.83 HC-$3.50 Plus Postage. |
| DESCRIPTORS | Affective Objectives; Cognitive Objectives; Curriculum Guides; *English Curriculum; English Instruction; Grade 7; Grade 8; *Language Arts; Secondary Education; Teaching Methods |

ABSTRACT

The English curriculum described in this document emphasizes the use of the following methods for implementing performance objectives: the integrated approach to language arts, the student-centered approach, the activity-oriented approach, the small-group process, the large-group process, and individualized instruction. This document outlines the cognitive objectives for the areas of reading, writing, spelling, grammar, literature, speaking, listening, vocabulary development, understanding and using media, and study skills; the affective objectives for each of these areas; and the minimum requirements in each of these areas for seventh and eighth grades. Lists of materials (multiple-copy texts, audiovisual materials, and units and modules) are included. (JM)

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WILTON PUBLIC SCHOOLS

WILTON, CONNECTICUT

# CURRICULUM GUIDE

# ENGLISH
# GRADES 7 AND 8

prepared by

The Middlebrook School

English Department

CS 203 226

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1975

revised: October 1976

This guide is intended to describe accurately the current curriculum. It will be used for the following purposes:

1. By the teacher as a framework for developing and implementing daily instructional plans

2. By the school administration in monitoring the instructional process

3. By the school and district administration in evaluating the appropriateness of the program and in formulating plans for improvement

4. By the Board of Education to acquaint itself with the program so as to provide on-going policy direction for various programs and to serve as a framework from which it can consider recommended curriculum changes and improvements

5. By the general public as a source of detailed information regarding the programs of the schools

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## PROGRAM GOALS

The English program in grades seven and eight encourages each student

- to develop as fully as possible the ability to listen, speak, write and read successfully;
- to display the desire to communicate effectively;
- to develop a greater understanding of oneself and a deeper sensitivity toward one's fellow man through the study of literature, films and other media.

## PROGRAM STRATEGY

The strategy statement for the Middlebrook English program coincides completely with the overall program strategy of the district. The following assumptions relate specifically to the middle school program.

A. Most students in Wilton have been raised in homes in which the educational level is quite high. As a result, their spoken English is generally good. Emphasis, therefore, must be placed in the area of instruction in written English.

B. The study of English has, as its chief goal, the improvement of communication. Since students in grades seven and eight display wide differences in their ability to communicate effectively, the individualization of instruction is desirable wherever possible.

C. Grades seven and eight serve as a liason between elementary school and the high school. As such, emphasis must be placed on the continued development of basic skills in the communication process. However, while basic skills demand prominence, opportunity for individual growth must also be present through the development of the child's own interests and abilities.

D. Heterogeneous grouping is preferable to homogeneous grouping if we have the means to individualize our instruction.

E. Performance objectives have been written in ten basic skill areas. Units or modules which lead to the fulfillment of these objectives are available in the English office. All English teachers share these modules, contribute to the unit file, and participate in the creation and revision of materials on a continuing basis.

## INSTRUCTIONAL METHODS

The instructional approaches recommended in the K-12 Language Arts Guide constitute the primary methods used to implement performance objectives in grades seven and eight. These include the integrated approach to the various language arts, the student-centered approach, the activity-oriented approach, the small-group process, the large-group process, and individualized instruction. The "integrated approach to the various language arts" is achieved primarily through the use of teaching modules. These modules incorporate objectives of several aspects of language arts into a unit of instruction centered around a concept, literature selection, or project. Approximately sixty per cent of the instructional year in English is devoted to modules.

## PROGRAM SCOPE AND SEQUENCE

The English curriculum for grades seven and eight is based upon a series of objectives in ten areas:

Reading
Writing
Spelling
Grammar
Literature
Speaking
Listening
Vocabulary Development
Understanding and Using Media
Study Skills

While a sequence is necessary in the study of grammar and in the acquisition of study skills, no clearly defined sequence can be imposed in the other areas of the English curriculum for grades seven and eight. For example, one teacher may elect to develop a poetry unit in the first quarter of the school year, while another may wish to do so in the last. The benefits which accrue to the student are not minimized by the timing of a literature unit.

However, teachers are careful in their planning to achieve a balance for each quarter in the ten areas of the English curriculum for which objectives have been established. Near the beginning of the school year, each teacher in the English department prepares a proposed scope and sequence chart for the four terms of instruction. Periodic reviews of the chart determine how effectively the performance objectives are being met.

The scope of the Middlebrook English program goes far beyond the minimum requirements presented later in this guide. It is the responsibility of the classroom teacher, in creating a yearly program, to choose from among the supplementary objectives, materials, and methods those which best meet the needs and interests of the students currently enrolled.

The objectives for each of the ten areas of the curriculum listed above are described on the following pages.

## COGNITIVE OBJECTIVES

The following objectives emphasize intellectual outcomes such as knowledge, understanding and thinking skills. These objectives are arranged in six categories in increasing order of difficulty or complexity.

These categories are described below:

| | |
|---|---|
| Knowledge | - Remembering or recalling material previously presented |
| Comprehension | - Grasping the meaning of material |
| Application | - Using learned material in new and concrete situations |
| Analysis | - The ability to break down material into its component parts so as to better understand it |
| Synthesis | - The ability to put parts together to form a new whole |
| Evaluation | - The ability to judge the value of material for a given purpose |

Cognitive objectives are included for each of the ten areas of instruction: reading, writing, spelling, grammar, literature, speaking, listening, vocabulary development, understanding and using media, and study skills.

## COGNITIVE OBJECTIVE: READING

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Recalls the details that are important in what he or she has read.<br><br>Recalls in sequence the content of what he or she has read. |
| Comprehension | Summarizes what he or she has read.<br><br>Chooses the most appropriate method to communicate understanding of what he or she has read.<br><br>Finds the main idea in a paragraph, chapter or story.<br><br>Distinguishes between the main idea and supporting details. |
| Application | Adjusts reading rate to the material.<br><br>Finds factual information for writing or speaking purposes. |
| Analysis | Demonstrates the following abilities:<br>1. To distinguish fact from fiction<br>2. To make comparisons based on previous knowledge or reading<br>3. To predict outcomes<br>4. To draw conclusions<br>5. To interpret figurative language<br>6. To evaluate traits of character |
| Synthesis | Solves a personal or social problem. |
| Evaluation | Selects materials suitable to his or her reading level.<br>Evaluates slanted writing, bias and prejudice.<br>Evaluates with supporting evidence the worth of a reading selection. |

COGNITIVE OBJECTIVES: WRITING

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Forms all capital and lower case letters cursively according to a legible uniformity. |
| Comprehension | |
| Application | Uses legible cursive writing in all formal written work.<br><br>Develops the topic sentence through one of the following methods: examples, details, reasons, facts.<br><br>Proofreads all work.<br><br>Uses a variety of kinds of sentences, usually aiming for greater subordination of ideas.<br><br>Varies the lengths of sentences to achieve variety.<br><br>Chooses the sentence pattern most appropriate to his or her purpose. |
| Analysis | |
| Synthesis | Orders sentences into a complete paragraph including topic sentence, supporting details, concluding sentence where appropriate.<br><br>Creates an appropriate title.<br><br>Organizes with necessary transitions, paragraphs into an extended work.<br><br>Focuses the purpose of the essay in an introductory paragraph.<br><br>Draws the work to a conclusion. |
| Evaluation | Edits and revises selected pieces of writing. |

| COGNITIVE OBJECTIVE: SPELLING | |
|---|---|
| CATEGORY | OBJECTIVE |
| Knowledge | Writes correctly words often confused and fifty "spelling demons."<br><br>Writes correctly 250 commonly misspelled words. |
| Comprehension | Makes generalizations about spelling rules where necessary. |
| Application | Corrects marked spelling errors when revising a theme.<br><br>Consults the teacher or the dictionary for the correct spelling of other words used in writing.<br><br>Applies spelling rules (such as ie, final e, plurals) to new and problem words.<br><br>Applies understanding of affixes to achieve correct spelling.<br><br>Applies understanding of contraction formations to achieve correct spelling.<br><br>Uses auditory and visual approaches in determining spelling of a word. |

COGNITIVE OBJECTIVE: GRAMMAR

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Defines and gives examples of all eight parts of speech. |
| Comprehension | Distinguishes between a complete and an incomplete thought. |
| Application (7th and 8th) | Applies the rules of capitalization in his or her written work including:<br>1. First word in the sentence or in a title<br>2. The personal pronoun I<br>3. Proper nouns and adjectives<br>4. Titles<br>a. Title of a person when it comes before the name<br>b. Title used alone only if it refers to a high official<br>c. Titles showing family relationship when used with a person's name but not when preceded by a possesive<br>d. First word and all important words in titles of books, magazines, newspapers, poems, stories, movies, paintings, and other works of art<br>5. Words referring to the Diety<br><br>Avoids using sentence fragments in writing.<br><br>Avoids writing run-on sentences.<br><br>Uses educated speech in formal situations.<br><br>Functions with the concept of tense.<br><br>Uses correctly commonly confused words, e.g., accept, except; infer, imply; effect, affect.<br><br>Uses nouns correctly by:<br>1. Forming possessives correctly in both the singular and plural<br>2. Changing a given number of common nouns to proper nouns<br>3. Identifying and observing the correct rules of capitalization of common and proper nouns |

| CATEGORY | OBJECTIVE |
|---|---|
| Application (7th and 8th) | 4. Learning the spelling of the most frequently used irregular plural nouns and how to find their plural spellings in the dictionary.<br><br>Uses verbs correctly by:<br><br>1. Recognizing the differences among action verbs, linking verbs and verb phrases<br>2. Knowing the four principal parts of a verb: infinitive, past, past participle and present participle; and how to find the four principal parts of an irregular verb in the dictionary<br>3. Knowing the four principal parts and the correct usage of the following irregular verbs: begin, blow, break, burst, choose, come, do drink, drive, eat, fall, freeze, give, go, know, lose, ride, ring, run, see, shrink, speak, steal, swim, take, throw, wear, write, lie, lay, sit, set, rise, raise, bring, leave, let<br>4. Using strong and effective verbs in writing<br><br>Uses adjectives correctly by:<br><br>1. Showing how adjectives modify nouns<br>2. Capitalizing proper adjectives<br>3. Avoiding redundancy |
| Application (8th grade only) | Observes the correct rules of agreement of a subject and verb and pronoun and antecedent.<br><br>Uses the correct personal and interrogative pronoun cases.<br><br>Writes sentences containing the following elements:<br><br>1. Simple subject and simple predicate<br>2. Compound subject and simple predicate<br>3. Simple subject and compound predicate<br>4. Compound subject and compound predicate |

| CATEGORY | OBJECTIVE |
|---|---|
| Application (8th grade only) | 5. Subject and predicate in inverted word order<br>6. The understood you as the subject of an imperative sentence<br>7. Sentence containing a split verb phrase<br><br>Applies the rules of punctuation to his or her written work in the following situations:<br><br>1. Commas<br>a. To separate items in a series<br>b. Before the conjunction in a compound sentence unless the sentence is quite brief<br>c. To separate two or more adjectives preceding a noun<br>d. In dates and addresses<br>e. In nouns of direct address<br>f. In non-restrictive appositives<br>g. After the salutation of a friendly letter and after the closing of any letter<br>h. To set off common parenthetical expressions<br><br>2. Italics (underlining)<br>a. Titles of books<br>b. Titles of magazines and newspapers<br>c. Titles of ships, works of art, films and plays<br>d. Words requiring emphasis<br><br>3. Quotation Marks<br>a. Writing dialogue (include correct capitalization)<br>b. Beginning a new paragraph for each change of speaker in the dialogue<br>c. Use of the comma, period, question mark and exclamation point in correct positions in writing dialogue<br>d. Use of quotation marks to enclose titles of chapters, articles, short stories, poems, songs and other parts of books and magazines<br><br>4. Apostrophe<br>a. In possessive nouns<br>b. An apostrophe and the letter s to form the plural spelling of letters, numbers signs, and of words referred to as words |

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| CATEGORY | OBJECTIVE |
|---|---|
| Application (8th grade only) | Applies the understanding of parts of speech (especially nouns, verbs, adverbs and adjectives) to improve written work.<br><br>Uses verbs correctly by:<br><br>1. Using verb tense and tense consistency in written work<br>2. Knowing the functional difference between action and linking verbs<br><br>Uses pronouns correctly by:<br><br>1. Knowing the three cases of pronouns: nominative, objective and possessive<br>2. Using correctly the nominative case as the subject of a verb or following a form of the verb to be<br>3. Using correctly the objective case as direct object, indirect object and object of the preposition<br>4. Spelling correctly the possessive case pronoun, especially the frequently misspelled their<br>5. Using correctly who, whose and whom to refer to persons; which to animals, places and things, and that to all of the preceding<br>6. Using correctly the pronoun following than or as when introducing an incomplete construction, such as "My brother is taller than I."<br>7. Using correct agreement of the pronoun with its antecedent with emphasis on the singular indefinite pronoun as the antecedent<br>8. Using correctly his as common gender to agree with a singular antecedent, although the reference is to both sexes<br><br>Uses adjectives and adverbs correctly by:<br><br>1. Distinguishing between: real and really; sure and surely; good and well; less and fewer, and other related usage<br>2. Using correctly the three degrees of comparison of adjectives and adverbs<br>3. Using adjectives, not adverbs, after linking verbs |

| CATEGORY | OBJECTIVE |
|---|---|
| Application (8th grade only) | Uses prepositions correctly in the following situations:<br><br>1. Using besides to mean in addition to; beside to mean by the side of<br>2. Using between to refer to two; among to refer to more than two<br>3. Using in to denote location; into to denote entrance<br>4. Using to take off the shelf, not off of<br>5. Using to borrow from someone, not off or off of<br>6. Using like as a preposition, not as a conjunction<br>7. Using a preposition to end a sentence in rare instances<br>8. Placing a prepositional phrase correctly for purposes of clarity<br><br>Uses conjunctions correctly by:<br><br>1. Recognizing two kinds of conjunctions - co-ordinate and correlative - and using them in writing sentences to join words, phrases or sentence elements<br>2. Using the conjunction to express more effectively in one written sentence what had been expressed in two or more choppy sentences<br>3. Using the comma before the conjunction in a compound sentence unless the sentence is quite brief<br>4. Avoiding the over-use of the conjunctions and and but<br><br>Uses correctly both subject and object complements as indicated below:<br><br>1. Subject complements - nouns and pronouns following the verb to be and called predicate nominatives<br>2. Subject complements - the adjective which follows any linking verb and is called a predicate adjective<br>3. Object complements - nouns and pronouns which follow action verbs and are called direct and indirect objects since they are in the objective case<br><br>Uses correctly phrases and clauses by:<br><br>1. Defining and giving examples of phrases, clauses, simple sentences, and compound sentences<br>2. Using understanding of phrases, clauses and sentences to write in complete sentences only |

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## COGNITIVE OBJECTIVE: LITERATURE

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Identifies at least two characteristics of each of the following:<br><br>1. Novel<br>2. Short story<br>3. Drama<br>4. Biography<br>5. Autobiography<br>6. True narrative<br>7. Historical fiction |
| Comprehension | Classifies literary selections as one of the following:<br><br>1. Fiction<br>2. Non-fiction (biography, autobiography, newspaper or periodical article)<br>3. Drama<br>4. Short story<br><br>Demonstrates his or her understanding of setting, character, plot and theme in fictional works.<br><br>Senses implied meanings.<br><br>Demonstrates his or her understanding of foreshadowing, flashback, point of view and symbols.<br><br>Interprets figurative language. |
| Application | |
| Analysis | Demonstrates an understanding of poetry as a unique means of communication by stating the theme or expressing the mood of several poems in his or her own way.<br><br>Draws basic comparisons between works of a specific author or among works of various authors.<br><br>Relates the elements of plot, character, setting and theme to the entire work. |

LITERATURE (cont'd)

| CATEGORY | OBJECTIVE |
|---|---|
| Analysis | Contrasts the advantages and disadvantages of at least two of the genres:<br>1. Novel<br>2. Short story<br>3. Drama<br>4. Biography<br>5. Autobiography<br>6. True narrative<br>7. Historical fiction |
| Synthesis | |
| Evaluation | Evaluates a selection according to literary standards rather than just personal standards. |

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | |
| Comprehension | Comprehension<br>Supports statements with facts or reasons.<br>Defines the topic or purpose of the discussion.<br>Contributes related ideas.<br>Supports ideas with evidence or changes ideas if the evidence warrants.<br>Gives directions clearly.<br>Chooses a general subject and limits that topic.<br>Locates information to support the topic.<br>Takes notes.<br>Knows subject sufficiently well to answer questions.<br>Comprehension (8th)<br>Defines rules that should be followed by a leader of a group discussion.<br>Supports ideas with evidence or changes ideas if evidence warrants.<br>Recognizes various roles appropriate in a discussion. |
| Application | Application<br>Speaks with regard to enunciation, pronunciation, diction, audibility, pacing, eye contact and poise.<br>Conveys meaning and mood by effective use of pitch, stress, facial expression and gesture. |

SPEAKING (cont'd)

| CATEGORY | OBJECTIVE |
|---|---|
| Application | Participates voluntarily in group discussions.<br><br>Stays on the topic.<br><br>Uses eye contact, adequate voice projection, satisfactory pacing of speed and correct pronunciation and enunciation.<br><br>Organizes information into 3 sections: introduction, body and conclusion.<br><br>Application (8th)<br><br>Leads discussion group himself or herself by:<br><br>1. Introducing the topic under discussion<br>2. Refraining from giving personal views<br>3. Deciding who is to speak<br>4. Keeping the discussion moving on the topic<br>5. Giving everyone a chance to speak<br>6. Summarizing the main points<br><br>Assumes whatever role is necessary in a discussion: to listen, speak, question or summarize.<br><br>Presents a dramatic monologue through effective verbal and physical expression. |
| Analysis | |
| Synthesis | |
| Evaluation | Evaluation (8th)<br><br>Evaluates the discussion for technique and content. |

COGNITIVE OBJECTIVE: LISTENING

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | |
| Comprehension | Records oral assignments.<br>Follows oral directions accurately without asking for repetition.<br>Answers factual questions about the content of an oral selection.<br>Interprets facial expressions and other non-verbal signals. |
| Application | Follows oral assignment directions correctly.<br>Takes notes on an oral presentation.<br>Listens attentively in discussions and avoids interrupting speaker.<br>Replies logically to what has been said. |
| Analysis | Listens for tone, style, point of view, rhythm and emotional content. |
| Synthesis | |
| Evaluation | Makes a judgment on techniques used by a speaker by:<br>1. Evaluating the following parts of a speaker's delivery of an oral presentation:<br>a. Clarity - pronunciation and enunciation<br>b. Volume and speed - voice control<br>c. Posture and action<br>d. Eye contact with audience<br>e. Facial expression<br>2. Analyzing the content of an oral presentation by listening or judging the following: |

| CATEGORY | OBJECTIVE |
| --- | --- |
| | a. Speaker's chief purpose (to persuade, entertain or inform)<br>b. Clarity of information presented<br>c. Organization of material<br><br>3. Evaluating the effect of the oral presentation:<br>a. Did the speaker fulfill his or her goal of persuading, entertaining or informing the audience?<br>b. Did the speaker communicate in a manner which was satisfying to the listener? |
| 35 | 36 |

COGNITIVE OBJECTIVES: VOCABULARY DEVELOPMENT

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Demonstrates on spelling quizzes and tests mastery of words specified as important to a given unit of study. |
| Comprehension | Derives word meanings through the context of the sentence, paragraph or the topic as a whole.<br><br>Recognizes the difference in meaning between homonyms in a given selection.<br><br>Explores the meaning and usage of new words.<br><br>Uses the dictionary to look up unfamiliar words encountered in reading. |
| Application | Uses newly learned words in oral and written work. |
| Analysis | |
| Synthesis | |
| Evaluation | |

COGNITIVE OBJECTIVES: UNDERSTANDING & USING MEDIA

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Knowledge (8th)<br>Identifies the various types of media by their characteristics. |
| Comprehension | Explains the purpose and content of a media presentation. |
| Application | Application<br>Uses the materials and equipment carefully and competently.<br>Shares experience and information through the use of appropriate media.<br>Uses various types of media as reference tools.<br>Application (8th)<br>Identifies the presence of propaganda in any media presentation. |
| Analysis | Recognizes opposing viewpoints in controversial issues.<br>Classifies various media presentations as to intent. |
| Synthesis | |
| Evaluation | Observes and evaluates responsibly any media presentation.<br>Evaluates the worth of any media presentation by the effectiveness of its (1) purpose, (2) organization, (3) validity, (4) personal appeal.<br>Evaluation (8th)<br>Evaluates and responds to propaganda in light of factual supportive evidence. |

## COGNITIVE OBJECTIVES: STUDY SKILLS

| CATEGORY | OBJECTIVE |
|---|---|
| Knowledge | Recognizes the following parts of a book: (1) title page, (2) copyright, (3) table of contents, (4) text or body, (5) index, (6) glossary, (7) appendix. |
| Comprehension | Reads directions carefully to achieve success on tests. |
| Application | Organizes time effectively.<br><br>Follows written directions.<br><br>Uses skills of paragraph development on essay tests, including topic sentence, support and conclusion.<br><br>Uses the following parts of a book:<br><br>1. title page<br>2. copyright<br>3. table of contents<br>4. text or body<br>5. index<br>6. glossary<br>7. appendix<br><br>Obtains information from sources other than the written text of a book:<br><br>(maps, charts and illustrations)<br><br>Retains and recalls information through use of the following:<br><br>1. Organization<br>a. Note-taking<br>b. Keeping a notebook<br>c. Preparing adequately for class activities<br><br>2. Skills<br>a. Listening attentively<br>b. Memorizing through repetition and association<br>c. Applying previously learned skills to new situations |

STUDY SKILLS (cont'd)

| CATEGORY | OBJECTIVE |
|---|---|
| Application | Adjusts reading rate to purpose and type of material.<br><br>Uses both the abridged and the unabridged dictionaries for the following purposes:<br>1. To spell words correctly, distinguishing between the preferred and alternate spelling where applicable<br>2. To find the correct meanings of words given in context<br>3. To find the syllables, pronunciation, parts of speech, derivation, meaning and synonyms for a given word<br>4. To use guide words for finding dictionary entries quickly and efficiently<br>5. To gain factual knowledge about a proper noun<br>6. To locate compound words and hyphenate where necessary<br>*7. To determine the principal parts of irregular verbs and recognize the preferred from the variant forms<br>*8. To determine the comparitive and superlative forms of irregular adjectives and adverbs<br>*9. To determine the spelling of irregular plural nouns<br>10. To explain terms such as archaic, obsolete, medical, etc.<br>11. To utilize information found in the addenda of a pronunciation dictionary, such as:<br>a. Gazeteer<br>b. Weights and measures<br>c. Proper names, geographical and biographical<br>d. Abbreviations used in writing and printing<br>e. Signs and symbols<br><br>12. To utilize the information found in the preface of a dictionary, such as:<br>a. Guide to pronunciation<br>b. New words section<br>c. Rules for spelling<br>d. Explanatory notes<br>e. Abbreviations used in the dictionary<br><br>* Following necessary grammar background |

STUDY SKILLS (cont'd)

| CATEGORY | OBJECTIVE |
|---|---|
| | Finds information in the library easily and efficiently by:<br><br>1. Using the card catalog<br>2. Using general references such as: atlas, almanac, encyclopedia, thesaurus<br><br>Stores notes in an organized way and reuses when appropriate.<br><br>Uses Readers' Guide to Periodical Literature, American Heritage, biographical dictionaries, collections of famous quotations.<br><br>Compiles a bibliography. |
| Analysis | Establishes his or her learning goals.<br><br>Checks to see that all steps have been taken to complete the task.<br><br>Distinguishes important ideas and details in a written passage or oral presentation.<br><br>Writes notes in own words as briefly as possible.<br><br>Prepares topic outlines both inductive and indictive. |
| Synthesis | Gathers and organizes materials. |
| Evaluation | |

## AFFECTIVE OBJECTIVES

The following objectives emphasize feeling and emotion, such as interests, attitudes and appreciation. They are arranged into four categories, ranging from the simple to the complex:

Shows awareness

Responds to awareness

Values

Integrates into life style

| | CATEGORY | | | |
|---|---|---|---|---|
| AREA OF STUDY | Shows Awareness | Responds to Awareness | Values | Integrates into Life Style |
| Reading | Accepts the written word as a communication skill. | Reads assigned material. | Chooses to read for a variety of purposes. | Demonstrates a life-long interest in reading. |
| Writing | Recognizes that good writing requires a control of language structure. | Develops personal writing style. | Appreciates the importance of writing to one's life. | Writes readily for a variety of purposes. |
| Spelling | Understands that English has a standardized spelling. | Shows a willingness to spell correctly on all assignments. | Appreciates the importance of correct spelling to communication. | Practices correct spelling habits in all situations. |
| Grammar | Understands that English has a set of rules which describe correct usage. | Uses the knowledge of grammar in speaking and writing. | Desires to communicate correctly and effectively in accordance with the situation. | Uses grammar principles continually to improve communication. |
| Literature | Shows an awareness of literature as a means of communication. | Increases awareness of oneself and others through literature. | Recognizes the enjoyment and fulfillment of reading literature. | Maintains a continuing interest and participation in the literary experience. |
| Speaking | Understands that effective speech promotes communication and poor speech hinders it. | Broadens the ability to express oneself verbally. | Accepts the responsibility for speaking effectively. | Applies necessary skills in all speaking situations. |

| | CATEGORY | | | |
|---|---|---|---|---|
| AREA OF STUDY | Shows Awareness | Responds to Awareness | Values | Integrates into Life Style |
| Listening | Accepts listening as part of the communication process. | Listens attentively when asked to do so. | Accepts the responsibility for listening attentively. | Practices good listening habits in all situations. |
| Vocabulary Development | Understands that English vocabulary is immense in its richness and variety. | Enlarges active and reading vocabulary. | Appreciates the importance of an extensive working vocabulary. | Displays a continuing interest in vocabulary development. |
| Understanding & Using Media | Accepts media as a source of knowledge and a means of communication. | Develops the ability to interpret, evaluate and use the media. | Recognizes the impact of media. | Participates actively in any media experience. |
| Study Skills | Realizes that study skills are learned and that only application will strengthen them. | Develops skill in effective studying. | Accepts the importance for success of good study habits. | Applies study skills to new learning situations. |

## MINIMUM REQUIREMENTS

## GRADE SEVEN

Minimum requirements for grade seven in eight of the ten areas of English study are listed below. In addition to these the student is expected to:

A. Display an enjoyment of learning
B. Display an enjoyment of trying to accomplish a goal
C. Display respect for others
D. Display an increasing degree of responsibility
E. Use class and study time wisely

# GRADE 7

## READING

A. Identify main idea in a paragraph

B. Summarize a reading assignment

C. Distinguish between main idea and supporting detail

D. Develop the ability to make inferences from reading

E. Read at least four full-length literature selections (both fiction and non-fiction) and ten short stories

## WRITING

A. Complete twelve formal pieces of writing and six formal revisions, totalling eighteen writing experiences of a formal nature

(Note: This averages one writing experience every other week. In addition, much writing in the form of notes, homework, quizzes and other less formal work is required.)

B. Define:

1. Paragraph
2. Topic sentence
3. Body
4. Conclusion
5. Detail (Warriner's 7, page 342)
6. Example (Warriner's 7, page 343)
7. Incident (Warriner's 7, page 344)
8. Opinion vs Fact

C. Write a clearly focused topic sentence and develop it in a paragraph containing at least four supporting statements and a concluding sentence, where appropriate

D. Develop a paragraph in the following ways:

1. Example
2. Details
3. Facts or reasons
4. Incident

E. Proofread and revise so that the final product contains complete sentences and correct spelling

F. Write legibly, if possible in cursive handwriting

G. Develop a precise vocabulary for written work

Grade 7 Minimum Requirements (cont'd)

## SPELLING

A. Write correctly "Words Often Confused" and "50 Spelling Demons" in Warriner's 7

B. Pronounce, define and spell satisfactorily "Commonly Misspelled Words" in Warriner's 7

C. Master appropriate techniques for the study of assigned words, such as use of tape recorder, drill, flash cards, memory helps and others

D. Consult the teacher, other students or the dictionary for the correct spelling of words used in writing

E. Strive for good spelling in all written work

## GRAMMAR

A. Given a list of the eight parts of speech, define each and write simple sentences using them

B. In written work, write in complete sentences correctly capitalized and punctuated; use correct agreement of subject and verb; use verb tense consistently

C. Display understanding of different verb types as follows:

1. Memorize a list of linking verbs
2. Memorize a list of helping verbs
3. Write the principal parts of any regular verb
4. Write the principal parts of the 30 irregular verbs on page 147 in Warriner's 7

D. Correctly form the possessive noun, both singular and plural

E. Capitalize correctly proper nouns and adjectives

F. Use adjective and adverb degree correctly

G. Write patterns which analyze given sentences for component parts of speech

H. Write sentences to suit given parts-of-speech patterns

Grade 7 Minimum Requirements (cont'd)

## LITERATURE

A. Memorize and be able to write definitions of the following literary terms:

1. Plot, including beginning situation, inciting moment, conflict, rising action, climax and conclusion
2. Setting
3. Character
4. Theme

B. Apply the above terms to a fictional work (excepting #4, theme)

C. Define and classify literary selections as one of these:

1. Fiction
2. Non-fiction
3. Biography

** It is the primary objective of the reading and literature aspects of the English program to foster an enjoyment of reading and an appreciation of quality literature. However, these objectives cannot be realistically translated into minimum requirements.

## SPEAKING

A. Participate in group discussions

B. Report information to an audience

C. Practice the speech habits needed to communicate effectively

## VOCABULARY DEVELOPMENT

A. Expand reading vocabulary by finding the meaning of new words encountered while reading

B. Use words thoughtfully and selectively in writing or speaking

Grade 7 Minimum Requirements (cont'd)

STUDY SKILLS

A. Use readily and with proficiency the following sources:

*1. Card Catalog (including audio-visual cards)
2. Sears List of Subject Headings
3. Reference shelves of library
4. Almanacs
5. Atlases
*6. Encyclopedias
7. Unabridged and abridged dictionaries
8. National Geographic Index

* Displaying an awareness of appropriate and varied subject references

B. Take a departmental post-test on library sources

C. Display an awareness of the focus of each class by doing these activities whenever appropriate:

1. Recording assignments
2. Taking and keeping notes for reference and study
3. Listening courteously to others
4. Participating in class discussions
5. Asking questions to clarify personal understandings

D. Preparing for daily classes in these ways:

1. Keeping an organized notebook
2. Bringing necessary books and materials
3. Completing assignments on time
4. Memorizing or becoming familiar with information
5. Using previously learned skills and understandings in new learning situations

E. Display an understanding of the learning process in these steps:

1. Stating learning goals
2. Planning steps to reach goals
3. Taking responsibility for attaining goals in time allotted
4. Evaluating outcome and using evaluation to plan future goals

F. Complete the unit on outlining or the outlining requirements of the Cheaper by the Dozen unit

G. Complete the dictionary unit

## MINIMUM REQUIREMENTS

## GRADE EIGHT

Minimum requirements for grade eight in eight of the ten areas of English study are listed below. In addition to these the student is expected to:

A. Display an enjoyment of learning
B. Display an enjoyment of trying to accomplish a goal
C. Display respect for others
D. Display an increasing degree of responsibility
E. Use class and study time wisely

# GRADE 8

## READING

Same as grade 7

## WRITING

A. Complete twelve formal pieces of writing and six formal revisions, totalling eighteen writing experiences of a formal nature

OR

Complete eight pieces of formal writing, four revisions of those pieces, and a written research paper, including rough draft, revision of rough draft, and final copy

(Note: This averages one writing experience every other week. In addition, much writing in the form of notes, homework, quizzes and other less formal work is required.)

B. Use knowledge of sentence patterns to develop paragraphs with sentence variety and subordination

C. Focus the purpose of an essay in an introductory paragraph and, by using necessary transitions, organize paragraphs into an extended work which moves logically to a conclusion

D. Edit and revise writing to eliminate fragments, run-on sentences, and grammatical errors. Final copies should contain no spelling errors

E. Write legibly, if possible in cursive handwriting

F. Develop a precise vocabulary for written work

## SPELLING

A. Write correctly "Words Often Confused" and "50 Spelling Demons" in Warriner's 8

B. Pronounce, define and spell satisfactorily "Commonly Misspelled Words" in Warriner's 8

C. Master appropriate techniques for the study of assigned words, such as use of tape recorder, drill, flash cards, memory helps and others

D. Consult the teacher, other students or the dictionary for the correct spelling of words used in writing

E. Strive for good spelling in all written work

Grade 8 Minimum Requirements (cont'd)

## GRAMMAR

A. Review as necessary grade seven concepts

B. Avoid sentence fragments and run-on sentences in written work

C. Memorize the list of nominative and objective case pronouns on page 188 in Warriner's 8

D. Use nominative and objective cases correctly in writing and speaking

E. Memorize definitions for, and write sentences which include, the following:

1. Predicate noun
2. Predicate adjective
3. Direct object
4. Indirect object
5. Clause
6. Compound sentence

F. Write examples of the following sentence patterns:

1. N LV N
2. N LV Adj
3. N V DO
4. N V IO DO
5. N V Adv

G. Write patterns for given sentences which identify them as basic types

H. Complete the subject/predicate unit

## LITERATURE

A. Review grade 7 concepts as needed

B. Define and identify in literature selections these devices:

1. Foreshadowing
2. Flashback
3. Point of view
4. Simile
5. Metaphor

C. Through discussion and writing, develop critical evaluations of "theme" in selected literary works

Grade 8 Minimum Requirements (cont'd)

D. Identify basic characteristics of these forms:

1. Novel
2. Short Story
3. Drama
4. Biography
5. Autobiography
6. Historical fiction

## SPEAKING

A. Participate in group discussions

B. Report information to an audience

C. Speak to persuade an audience

D. Practice the speech habits needed to communicate effectively

## VOCABULARY DEVELOPMENT

Same as grade 7

## STUDY SKILLS

A. Use readily and with proficiency the following sources:

1. All sources required in grade 7
2. The Readers' Guide
3. The Thesaurus
4. American Heritage Index
5. biographical dictionaries
6. other libraries in the area

B. Take a departmental post-test on library sources

C. Same as grade 7

D. Same as grade 7

E. Same as grade 7

F. Complete all of the preliminary steps in the writing of a research paper:

Grade 8 Minimum Requirements (cont'd)

1. Identifying and narrowing a topic
2. Finding sources for the topic
3. Taking notes
4. Making an outline
5. Making a bibliography
6. Writing an introduction with a hypothesis

(Note: Writing of the rough and final copies of the paper may or may not be required.)

# MATERIALS

The Middlebrook School English curriculum focuses on its objectives rather than any one set of teaching materials. For example, the instructional objective "reads for enjoyment" may be met through the use of a book the entire class reads together or one chosen by the student for his or her own pleasure. Thus the quantity and types of ready-made materials in use will vary from class to class, from unit to unit, perhaps even from student to student at times.

Materials are stored in the English department office and the English-social studies book storage room. Audio-visual aids are catalogued in the library. All materials listed are available to all members of the department as needed. Newly-developed modules are either added to the department files or distributed to all department members or both.

## MATERIALS FOR GENERAL USE

Files of previously developed printed materials, transparencies, and study guides according to unit of study

Mimeographed grammar-concept worksheets

Picture and poster files

Handwriting skill sheets

Developmental reading bookshelf

Scholastic Scope and Voice magazines, current issues

Interaction Activity Cards, Level 3

Classroom dictionaries - Webster's New Student Dictionary
American Heritage Dictionary

Classroom libraries of paperback books

Handwriting display cards

Records of short stories, poetry readings and folksongs

Cassette recordings of all literature selections listed below

Supplementary rental films

## MULTIPLE-COPY TEXTS

Adventures for Readers, Book I - a literature anthology
The Call of the Wild and White Fang by Jack London - fiction
The Yearling by Marjorie Kinnan Rawlings - fiction
Great Tales of Action and Adventure - a short story anthology
Light in the Forest by Conrad Richter - fiction
Kon-Tiki by Thor Heyerdahl - non-fiction
The Old Man and the Sea by Ernest Hemingway - fiction
Cheaper by the Dozen by Gilbreth and Carey - biography
Shane by Jack Schaefer - fiction
Stories To Enjoy - an anthology
The Contender by Robert Lipsyte - fiction
Poems to Remember - an anthology
Voices I - a poetry anthology
Plays to Enjoy - an anthology
Men of Iron by Howard Pyle - fiction
English Grammar and Composition by Warriner, Treanor and Laws
English Workshop 8
Dictionary Skills - a consummable booklet

## AUDIO-VISUAL MATERIALS

Language Builders (filmstrip/cassette)
Word Power (f/c)
Encyclopedias: Usage Techniques (f/c)
Ernest Hemingway (f/c)
That Strange Mr. Poe (f/c)
Information Fast (individual task cards)
many, short story, poetry and folksong records

## UNITS AND MODULES

Outlining Unit
Dictionary Unit
Cheaper by the Dozen/Study Skill Module (by Carol Goodman)
Call of the Wild/Module (by Susan Palmer)
Cowboys and Indians/Module (by John Akey)

## MULTIPLE-COPY TEXTS

Andersonville Trial by Saul Levitt - a non-fiction play
Animal Farm by George Orwell - fiction
April Morning by Howard Fast - historical fiction
Arsenic and Old Lace by Joseph Kesselring - a fiction play
Johnny Tremain by Esther Forbes - a historical fiction
The Pearl by John Steinbeck - fiction
Plays to Remember - an anthology
Rebecca by Dauphne DuMaurier - fiction
The Red Pony by John Steinbeck - fiction
Stories to Remember - an anthology
Voices II - a poetry anthology
Poetry With Pleasure - an anthology
Adventures for Readers II - a literary anthology

## AUDIO-VISUAL AIDS

Do We Live or Exist? (filmstrip/cassette)
Sentence Power (f/c)
Perception (f/c)
Sentence Problems (f/c)
The Great Stone Face (f/c)
The Luck of the Roaring Camp (f/c)
The Man Without a Country (f/c)
What's Going On Here? (f/c)
Short story, poetry and folksong records

## UNITS AND MODULES

Subject/Predicate Unit
English/History-Coordinated Modules (by Doug Dwyer & Marc Feeley) series of eight
Composition Unit (by Joy Kopesky)
Local History Module (by John Akey)

## PROCESSES OF STUDENT EVALUATION

In grades seven and eight a single letter grade is given (A, B, C, D, F). Students are measured in relation to the minimum requirement of the course and in consideration of each student's needs and abilities. Grades are sent home quarterly.

The detailed processes and procedures whereby grades are assigned are currently undergoing reexamination and further development. They will be added to this document at a later date.